

Name _____ Date _____ Teacher _____

Second Grade Module 8: Mid Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student **CAN** do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer.	Evidence of some reasoning with an incorrect answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
(1 Point)	(2 Points)	(3 Points)	(4 Points)

Module 8: Mid Module Assessment			
Domain			Standard
Question	Geometry	2.G.1	2.G.3
1	1 2 3 4	X	
2	1 2 3 4	X	
3	1 2 3 4	X	
4	1 2 3		X

Domain Score	Geometry	
Total Points		
Level	4	14-15 points
	3	10-13 points
	2	6-9 points
	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Second Grade Module 8: Mid Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–B) Clusters and Standards Addressed

Reason with shapes and their attributes.¹

- 2.G.1** Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagon, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)
- 2.G.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

¹ Time is revisited using an analog clock as part of the work with 2.G.3. Clock faces provide an excellent application of partitioning the whole into halves, etc., and to the corresponding angle sizes.